



WE ARE ASTREA

CURRICULUM LEADER RE AND PSHCE

ASTREA ACADEMY WOODFIELDS

PART OF ASTREA ACADEMY TRUST

APPLICANT BRIEF





OPEN LETTER FROM PRINCIPAL, ADAM ATKINSON

Dear Candidate,

I am delighted you are interested in the post of **Curriculum Leader RE and PSHCE** at Astrea Academy Woodfields.

It is with great pride that I am able to introduce myself as Principal of the Academy and it is a privilege to share with you our vision for the future. Astrea Academy Woodfields is on a journey to excellence and every decision is centered on students, enabling them to achieve their full potential so that they go on to a successful and rewarding future. It is our vision that students will become lifelong learners where we create outstanding young adults who are proud of their community and cultures.

As a successful candidate you will become part of the Astrea family that offers you unrivalled professional development where there is massive opportunity for career development, collaborative working and constructive feedback and solutions. We offer you the opportunity as we develop to teach at all key stages with our evolving Sixth Form provision alongside the potential to build upon the success at KS3 and 4. If you share our values and want to make the kind of difference to young people's lives that allow them to challenge social boundaries then we would love to meet you!

Please take this letter as an open invitation to visit our Academy and meet the children and staff that make Woodfields so much more than a building. If you let us know when you would like to visit, we will arrange for you to come and see this very special learning environment. I very much hope that you choose to apply for this post and I look forward to meeting you.

Yours sincerely,

Mr Adam Atkinson

Principal, Astrea Academy Woodfields





JOB DESCRIPTION

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|---------------------|---|
| JOB TITLE | Curriculum Leader RE and PSHCE |
| REPORTING TO | Principal and SLT Line Manager |
| SALARY RANGE | MPS/UPS + TLR 2A |
| LOCATION | Astrea Academy Woodfields, Weston Road, Balby, Doncaster, DN4 8ND |

Purpose

- Responsible for the leadership and management of the designated subject area, to secure high-quality teaching, learning, delivery of curriculum and student outcomes.
- To line manage staffing, secure effective use of resources to improved standards and uphold academy ethos and expectations.
- To teach in the designated subject area.
- To share the commitment to safeguarding and promote the welfare of children and young people at all times.

Key functional relationships:

- Internal staff: Senior Leadership Team, Peers, Teaching staff, Support staff
- Trust staff: CEO, Trustees, Central Team, National Leaders, Peers, staff from other academies
- Students
- Parents/carers
- External organisations & agencies

JOB DESCRIPTION

- This job description should be read in conjunction with current School Teachers' Pay and Conditions. This job description outlines, within the terms and conditions of employment, the range of duties attached to the post-holder. It is not a comprehensive definition of duties. The Curriculum Leader is also expected to meet the criteria of a Teacher's job description, as the role will carry teaching responsibilities.
- This job description provides an outline of key areas of responsibility, for specifics, the academy and curriculum area policies should be consulted.
- The performance of all duties and responsibilities within this job description will be under the reasonable direction of the Principal and other senior leaders as appropriate.
- This job description may be reviewed annually, and it may be amended at any time during the year following consultation with the post-holder.



JOB PURPOSE

- The Curriculum Leader provides professional leadership and management for a subject area to secure high-quality teaching, learning, delivery of curriculum and student outcomes.
- Curriculum Leaders in collaboration with others, are accountable for the standards of attainment and progress of students, the quality and delivery of the curriculum and the professional performance of the staff they line manage.

MAIN DUTIES AND RESPONSIBILITIES

Knowledge and Understanding

Curriculum Leaders will have knowledge and understanding of:

- The academy's aims, priorities, targets and action plans.
- The relationship of the subject to the curriculum as a whole.
- Any statutory curriculum requirements and the requirements for assessment, recording and reporting of students' attainment and progress.
- The characteristics of high-quality teaching and the main strategies for improving and sustaining high standards of teaching, learning and achievement for all students.
- The implications of the Code of Practice for Special Educational Needs for teaching and learning and liaising with the SEN department.

Planning and Setting Expectations

Curriculum Leaders will:

- Set expectations and targets for staff and students in relation to standards of student achievement and the quality of teaching.
- Establish, with the involvement of relevant staff, short, medium and long term School Improvement Plans for the development and resourcing of the subject, which contribute to whole academy aims, policies and practices including those in relation to behaviour, equal opportunities, training and development.
- Identify realistic and challenging targets for improvement based on a range of comparative information and evidence, including the attainment of students.
- Ensure that all those responsible for putting plans in to action, understand the targets, the timescales and criteria for success.
- Work with the SENCO and any other staff with Special Educational Needs expertise, to ensure that individual education plans are used to set subject specific targets and match work well to students' needs.
- Ensure that academy routines are adhered to by staff and that deadlines are met by all.

Leadership of Teaching & Learning

Curriculum Leaders will ensure:

- Appropriate curriculum coverage and homework, continuity and progression in the subject for all students, including those of high ability and those with special educational, or linguistic needs.
- That curriculum coverage also effectively develops students' literacy, numeracy and ICT skills and contributes to students' understanding of Spiritual, Moral, Social and Cultural (SMSC) responsibilities as citizens in modern Britain and upholds the British Values.



- Guidance is provided on the choice of appropriate teaching and learning methods to meet the needs of the subject and of different students.
- That work is set and classes organised when subject area staff are absent; setting work and organising classes in emergencies.
- That they take a lead role in the management of student behaviour in the curriculum area.
- That teachers apply the academy and curriculum area management of student behaviour policies.

Additionally, Curriculum Leaders will lead teachers to ensure that they:

- Have high expectations of students' and build successful relationships centred on teaching and learning.
- Establish a purposeful learning environment where diversity is valued and where students' feel safe, secure and confident.
- Teach clearly structured lessons or sequences of work which interest and motivate students, make learning objectives clear, employ interactive teaching methods and collaborative group work.
- Promote active and independent learning that enables students to think for themselves and to plan and manage their own learning.
- Differentiate teaching to meet the needs of students of all ability ranges taking into account varying interests, experiences and achievements of boys and girls and different cultural and ethnic groups to help them make good progress.
- Monitor and assess the effectiveness of learning activities and provide immediate and constructive feedback to support students' as they learn.
- Organise and manage teaching and learning time effectively.
- Organise and manage the physical teaching space, tools, materials, texts and resources safely and effectively with the help of support staff where appropriate.
- Ensure the learning environment has appropriate displays e.g. exemplar material, annotated students work and academy posters.
- Set high expectations for students' behaviour and establish a clear framework for classroom discipline in line with academy policy to anticipate and manage students' behaviour constructively and promote self-control and independence.
- Take responsibility for teaching classes over a sustained and substantial period of time.
- Provide homework and other out-of-class work which consolidates and extends work carried out in the class and encourages students to learn independently.
- Work collaboratively with other professionals and manage the work of support staff to enhance students' learning.
- Recognise and respond effectively to equality issues as they arise in the classroom, challenge stereotyped views, bullying and harassment in accordance with academy policy and procedures.

Monitoring & Assessment

Curriculum Leaders will:

- Analyse and interpret relevant national, local and academy data, research and inspection evidence, to inform policies, practice, expectations, targets and teaching methods.
- Establish and implement clear policies and practices for assessing, recording and reporting on student achievement and, for using this information to recognise achievement and to assist students in setting targets for further improvement.
- Use data effectively to identify students who are underachieving and, where necessary, create and implement effective plans of action to support those students.



- Liaise with tutors, Progress Leaders, other staff and parents as appropriate over the progress and welfare of students.
- Ensure that information about students' achievements in previous classes and schools is used effectively to secure good progress in the subject.
- Monitor the progress made in achieving subject plans and targets, evaluate the effects on teaching and learning, and use this analysis to guide further improvement.
- Evaluate the teaching of the subject in the academy, use this analysis to identify effective practice and areas for improvement and take action to improve further the quality of teaching.
- Monitor the quality of planning, teaching and feedback delivered to students and take appropriate action where standards are not meeting the requirements of the academy or the Teachers' Standards.
- Ensure required reports on students' attainment, progress and well-being, are delivered effectively by the subjects' teachers to parents, carers and other professionals appropriate.

MANAGING OWN PERFORMANCE AND DEVELOPMENT

Curriculum Leaders will:

- Take a proactive approach to professional development and to participate in training opportunities, and other learning activities as required including participation in the academy's Appraisal and Probationary procedures.
- Attend and actively participate in regular team and academy meetings.
- Prioritise and manage own time effectively to balance all the demands made in this role.
- Strive to achieve challenging professional goals.
- Be a self-critical and reflective practitioner.

LEADING AND LIAISING WITH STAFF AND OTHER ADULTS/AGENCIES

Curriculum Leaders will:

- Help staff to achieve constructive working relationships with students.
- Establish clear expectations and constructive working relationships among staff, including through team working and mutual support; devolving responsibilities, delegating tasks, evaluating practice; and developing an acceptance of accountability.
- Implement and lead where appropriate the academy policies on Probation, Appraisal and Capability to develop the personal and professional effectiveness of teachers.
- Lead professional development through example and support and coordinate the provision of high quality professional development by methods such as coaching and drawing on other sources of expertise as necessary.
- Ensure that trainee and newly qualified teachers are appropriately trained, monitored, supported and assessed in relation to standards for the award of Qualified Teacher Status and academy expectations.
- Advise and be fully involved in the process of appointing new staff to the subject area.
- Develop and implement a range of strategies to monitor teaching and learning.
- Establish a partnership with parents to involve them in their child's learning of the subject, as well as providing information about curriculum, attainment, progress and targets.
- Develop opportunities for effective links with outside learning experiences within the subject area, for example, fieldwork, speakers, industrial visits to enhance teaching and develop the students' wider understanding.
- Communicate effectively, orally and in writing with senior leaders, parents, governors and appropriate agencies.



MANAGING RESOURCES

Curriculum leaders will:

- Establish staff and resource needs and advise senior leaders of likely priorities for expenditure and allocate available resources with maximum efficiency to meet the objectives of the academy and subject plans and achieve value for money.
- Deploy, or advise senior leaders on the deployment of staff involved in the subject to ensure the best use of subject, technical and other expertise.
- Maintain and ensure the efficient use of existing resources, ensuring all members of the subject area are familiar with these, and explore opportunities to develop or incorporate new resources from a wide range of sources inside and outside the academy.
- Use accommodation to create an effective and stimulating environment for the teaching and learning of the subject.
- Ensure that there is a safe working and learning environment in which risks are properly assessed.

PROFESSIONAL EXPECTATIONS

- Curriculum Leaders will:
- Uphold the Trust's ethos and expectations of professional standards as exemplified in the Staff Code of Conduct and Teachers' Standards.
- Be aware of and comply with all academy and Trust policies and procedures, especially those relating to safeguarding/child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Ensure that the Principal, senior leaders and Trustees are well informed about subject policies, plans and priorities, the success in meeting objectives and targets, and subject-related professional development plans.
- Take decisions within policy, good practice and within the academy's rules and procedures
- Be innovative in all aspects of the role - to find more efficient/effective ways of undertaking activities, provision of teaching and learning within the curriculum; to make cost savings; find solutions for difficulties faced by students, challenges and change, etc.
- Contribute to the development of academy policy and oversee its implementation.
- Work collaboratively with other curriculum and subject leaders to maximize student outcomes and to develop the policies and practices of the academy.
- Promote the academy/Trust positively and participate in promotional events such as open evenings and not to undertake any activities that may bring the academy's/Trust's name into disrepute.
- Carry out the terms and conditions of employment as detailed in the employee's contract.
- Ensure equality of opportunity is afforded to all persons both internally and external to the Trust and actively seeking to eliminate any direct or indirect discriminatory practices/behaviours.
- Undertake other duties and responsibilities as required from time to time commensurate with the grade of the post.

WORK ENVIRONMENT/CONTEXT

- Leading a subject area and teaching is mentally challenging and the post holder will be required to be resilient and tolerant.
- The post will involve regular conflicting priorities, working to set deadlines & performance objectives and a degree of unexpected situations, to which the post holder must be able to cope with and adapt to.



- The job requires regular direct contact with students (some of whom will exhibit challenging behaviours), parents/carers, staff, visitors to the academy and a wide range of professionals.
- The work requires normal physical effort. The post-holder is expected to keep themselves fit for work.
- The post-holder will work within Astrea Academy Woodfields but is employed by the Trust and with consultation may be required to work in other Trust academies within reasonable traveling distances, or to attend training and meetings at other Trust premises.
- Post holders are not entitled to withhold information regarding convictions by virtue of the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975 as amended. Any convictions should be disclosed on application for the post. Furthermore, post holders are required to inform the academy/Trust of any such convictions throughout their period of employment.
- All post holders are required to undertake an Enhanced Disclosure and Barring Service (DBS) check prior to commencement of the post and at intervals throughout their employment at the discretion of the Trust.
- The duties and responsibilities in this job description are not exhaustive. The post-holder may be required to undertake other duties that may be required from time to time within the general scope of the post. Any such duties should not substantially change the general character of the post. Duties and responsibilities outside of the general scope of this grade of post will be with the consent of the post-holder.

General Expectations:

- To fulfil the requirements of a teacher as defined in the latest edition of the School Teachers' Pay and Conditions.
- To be familiar with, implement and comply with all relevant academy and Trust policies, procedures and Codes of Conduct.
- To undertake CPD and to be responsible for ensuring that own professional development is updated as needed.
- To travel as required to attend meetings or training (travel costs to be reimbursed beyond normal distance)
- To work beyond the 'school day' hours using the additional Directed time as required.
- This job description is not a comprehensive list of roles and responsibilities and may be reviewed and amended at any time to reflect the requirements of the role. Any amendments will be commensurate with the grade of the job.
- The postholder is expected to comply with any reasonable management request.

The Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment.

The above duties are not exhaustive and the postholder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Principal.



PERSON SPECIFICATION

This part will allow you to understand who we are looking for within this role and the experience, skills and capabilities that we would expect.

| Essential | Desirable |
|--|--|
| Qualifications & Experience | |
| Education to degree level in RE plus teaching qualification | Further qualification and/or evidence of continuing professional development |
| Expertise in the teaching of RE including evidence of excellence in own work as practitioner | Involvement in sharing expertise e.g. through teacher trainee mentoring or in-service training |
| Leadership/ management experience, or a willingness to undertake training in those areas. | Experience as 2 i/c or head of subject(s) in a fully comprehensive school |
| Ability to identify and lead improvements in the curriculum | Evidence of active cross curricular input and involvement |
| Excellent knowledge and understanding of current issues in RE | Very good/excellent general knowledge of current issues in education |
| Excellent understanding of the assessment of students' progress | Expertise in value-added analysis and/or target setting |
| Personal Qualities | |
| Good ICT, oral and written communication skills | Areas of particular strength in ICT and/or communication skills |
| Ability to inspire confidence in and establish excellent relationships with students, teachers and parents | Good time-management skills |
| Strong classroom management skills | Skills and understanding necessary to support and guide other teachers |
| Excellent knowledge, understanding and skills in relation to team building | Perseverance |
| Very good/excellent organisational skills | Ability to formulate clear and effective mid/ long term plans |
| Ability to demonstrate the values of the Trust in every day practice. | Potential to go on to senior leadership |
| Safeguarding | |
| Commitment to form and maintain appropriate relationships and personal boundaries with young people. | |
| Commitment to safeguarding and promoting the welfare of young people and to follow all safeguarding policies and procedures. | |